

# WILLOW CLASS – LONG TERM PLANNING 2022/2023

Autumn 1 Sep/ Oct	Marvellous Me!	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
<b>Communication &amp; Language</b>	<p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary. • Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check their understanding.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities</li> <li>• Develop social phrases. • Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<p>Carpet sessions Daily Story time Routines/ Class Rules Listening and Attention Understanding Speaking</p>
<b>Personal, Social &amp; Emotional Development</b>	<p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.</li> <li>• Manage their own needs.</li> </ul>	<p>Getting to know each other. Talking about myself – photos from home. Routines/ Rules Sharing favourite toy from home. – Dogger.</p> <p>Peace Out</p>
<b>Physical Development</b>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing/ mealtimes.</li> </ul> <p>• Begin to develop the foundations of a handwriting.</p>	<p><b>Specifics</b> Independent skills focus – dressed, undressed, coats, zips. Meeting own care needs, hygiene. Dough Disco</p> <p><b>Ongoing</b> Cosmic Kids Yoga Fine motor – dough disco, pencil control Gross Motor</p>
<b>Literacy</b>	<p><i>Introduction of RWInc sessions...</i></p> <p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul> <p>• Begin to form lower-case correctly. Write own name</p>	<p><b>Phonics – Set 1</b></p> <p><b>Various texts, to include...</b> <i>Dogger</i> <i>Colour Monster</i> <i>Rosie's Walk</i> <i>Mr Gumpy's Outing</i> <i>Mrs Armitage bike</i></p> <p>Writing own name Labels/ Captions – linked to photos Self portraits and family portraits. – labels</p> <p><b>Traditional Tale Link:</b> <i>Goldilocks and the three bears</i></p>
<b>Mathematics</b>	<p>Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects. Join in with number songs, represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. One number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term “more” in practical contexts. Describe the size or shape of real-life objects using simple mathematical vocab, e.g. big/small, round/straight.</p>	

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	Time - understand first/next Sorting/matching - sort groups of objects according to different criteria	
<b>Expressive Arts &amp; Design</b>	Explore and use a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>	Self Portraits – 1x start of each half term. Family portraits Portraits of our favourite things/ toys – link to Dogger.
<b>Understanding the World</b>	Talk about members of their immediate family and community. <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	School Routines Family/ Relationships  Forest School
<b>RE</b>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	SACRE F4 – Being special – Where do we belong?